

何東中學

2022-2023 年度

「334」新高中學制

學科簡介



升學及就業輔導組

二零二一年

目錄

英國語文科	2
中國語文科	8
數學科	10
公民與社會發展科	17
企業、會計與財務概論科	19
經濟科	23
中國歷史科	25
歷史科	28
地理科	31
物理科	34
化學科	37
生物科	40
資訊及通訊科技科	43
音樂科	46
科技與生活科(食品科學與科技學習範疇)	49
旅遊及款待科	51
視覺藝術科	53
應用學習科	55
2022/2023 度新高中課程及教學語言	61
大學教育資助委員會資助院校 – 新學制的入學要求	63
鳴謝	64

ENGLISH LANGUAGE

INTRODUCTION

The assessment of this subject is based on the Curriculum and Assessment Guide (Secondary 4 to 6) for English Language jointly prepared by the Curriculum Development Council and the Hong Kong Examinations and Assessment Authority. The overall aim of the assessment is to evaluate candidates' achievement of the learning targets and objectives of the curriculum. Candidates should refer to the Curriculum Guide for the forms and functions, skills and strategies, and attitudes that they are expected to achieve at the end of S6.

ASSESSMENT OBJECTIVES

To assess candidates' achievement with respect to the broad learning outcomes stated in Chapter 2 of the Curriculum and Assessment Guide, such as the following:

Reading

To assess the ability of candidates to:

- understand and interpret the purpose and meaning of a broad range of texts
- identify the main theme and key details of a broad range of texts
- identify the contextual meaning of words and phrases
- interpret the tone and mood of a writer
- distinguish and evaluate views, attitudes or arguments in fairly complex texts
- understand the use of a range of language features in fairly complex texts
- interpret, analyse, select and organise ideas and information from various sources

Writing

To assess the ability of candidates to:

- write texts for different contexts, audiences and purposes with relevant content and adequate supporting details
- convey meaning using varied vocabulary, linguistic devices and language patterns appropriately and accurately
- plan and produce coherent and structured texts with ideas effectively presented and developed
- write texts using appropriate tone, style and register and the salient features of different genres
- draft and revise written texts

Listening

To assess the ability of candidates to:

- understand and interpret the purpose and meaning of a range of spoken texts
- identify the key details of a range of spoken texts
- interpret speakers' feelings, views, attitudes and intentions
- understand speakers with a range of accents and language varieties in speech delivered at a moderate pace
- understand the use of a range of language features in fairly complex spoken texts

Speaking

To assess the ability of candidates to:

- express information and ideas (e.g. personal experiences, feelings, opinions, imaginative ideas and evaluative remarks) with suitable elaboration
- convey meaning using a range of vocabulary and language patterns appropriate to the context, purpose and audience
- establish and maintain relationships/spoken exchanges using formulaic expressions and appropriate communication strategies (e.g. making an appropriate opening and closing, negotiating meaning, making suggestions, using appropriate degrees of formality)
- produce coherent and structured speeches with ideas effectively/clearly presented and developed
- pronounce words clearly and accurately
- use appropriate pace, volume, intonation, stress, eye contact and gesture to support effective communication

MODE OF ASSESSMENT

The assessment will consist of a public examination component and a school-based assessment component as outlined in the following table:

Component			Weighting	Duration
Public Examination	Paper 1	Reading	20%	1½ hours
	Paper 2	Writing	25%	2 hours
	Paper 3	Listening & Integrated Skills	30%	About 2 hours
	Paper 4	Speaking	10%	About 20 minutes
School-based Assessment (for school candidates only)			15%	

PUBLIC EXAMINATION

Paper 1 Reading (1½ hours) (20%)

There are two parts in this paper, each worth 10% of the subject mark. All candidates must do Part A and then choose *either* Part B1, the easier section, *or* Part B2, the more difficult section. Candidates attempting Parts A and B2 will be able to attain the full range of possible levels, while Level 4 will be the highest level attainable by candidates attempting Parts A and B1

Candidates will be required to respond to a variety of written texts of different lengths and levels of difficulty. A range of question types will be used, including multiple-choice items, short responses and more extended, open-ended responses.

Paper 2 Writing (2 hours) (25%)

There will be two parts in this paper.

Part A (10%)

The task in this part will be a short, guided one (about 200 words). Candidates will be provided with the situation and the purpose for writing, as well as some relevant information.

Part B (15%)

The task in this part will be longer and more open-ended (about 400 words). Candidates can choose one out of four questions.

Paper 3 Listening and Integrated Skills (about 2 hours) (30%)

There are two parts in this paper, each worth 15% of the subject mark. All candidates must do Part A and then choose *either* Part B1, the easier section, *or* Part B2, the more difficult section. Candidates attempting Parts A and B2 will be able to attain the full range of possible levels, while Level 4 will be the highest level attainable by candidates attempting Parts A and B1.

Part A, the compulsory section, will consist of a variety of listening tasks.

Parts B1 and B2 will comprise integrated listening/reading and writing tasks of different levels of difficulty based on the same theme. Candidates will be required to process information by selecting and combining data from spoken / written sources in order to complete various listening / writing tasks in a practical work or study situation. All the information necessary to complete these tasks will be provided. At least one of the writing tasks will require candidates to produce an extended piece of writing (100 –200 words).

Paper 4 Speaking (10%)

Part A Group Interaction (preparation: 10 minutes; discussion: 8 minutes per group of four candidates)

Four candidates will be grouped together and will take part in a group discussion based on a given short text. These texts may include advertisements, book synopses, film reviews, letters, short news reports and so on. Candidates may be required to make suggestions, give advice, make and explain a choice, argue for and/or against a position, or discuss the pros

and cons of a proposal.

Candidates will be given ten minutes for preparation and will be allowed to make notes. During the discussion they may refer to their notes.

Part B Individual Response (one minute per candidate)

Each candidate will respond individually to an examiner's question(s), which will be based on the group discussion task. Candidates may be required to make and justify a choice, decide on and explain a course of action, argue for or against a position, and so on.

SCHOOL-BASED ASSESSMENT (SBA)

(15%)

SBA is compulsory for **all** school candidates.

The SBA component comprises a reading/viewing programme where students will need to read/view two to four texts ('texts' encompass print, non-print, fiction and non-fiction material) over the course of three years, including at least one print and one non-print text, and write up some comments and personal reflections on them. Students then take part in a discussion with classmates on the texts they have read/viewed, or make an individual presentation and respond to their teacher's questions, which will be derived from their written personal comments. The assessment will be based on the student's oral performance. The reading/viewing/writing only serves as the means to this end and will not be assessed.

Teachers will conduct two assessments, one in S5 and one in S6, and report two marks. Of the two marks reported, one mark should be based on a group interaction and one on an individual presentation.

中國語文

甲. 課程目標

1. 提高讀寫聽說能力、思維能力、審美能力和自學能力；
2. 培養語文學習的興趣、良好的學習態度和習慣；
3. 培養審美情趣，陶冶性情；
4. 培養品德，加強對社群的責任感；
5. 體認中華文化，培養對國家、民族的感情。

乙. 課程架構

中國語文教育課程架構由以下三個互有關連的部分組成：

(1) 本領域的學習

中國語文教育學習領域的學習內容，包括閱讀、寫作、聆聽、說話、文學、中華文化、品德情意、思維、語文自學等九個學習範疇的知識、能力、興趣、態度和習慣。

(2) 共通能力

共通能力主要是幫助學生學會掌握知識、建構知識和應用知識去解決問題。九種主要的共通能力為：溝通能力、數學能力、運用資訊科技能力、慎思明辨能力、創造力、解決問題能力、自我管理能力、自學能力和協作能力。

(3) 價值觀和態度

價值觀是學生應發展的素質，是個人行為和判斷的準則；態度則是把事情做好所需的個人特質。

丙. 評核模式

本科的公開評核包括公開考試及校本評核兩部分，概述如下：

部分	內容	比重	評核形式	考試時間
公開考試	卷一：閱讀能力 甲：指定文言篇章 乙：課外篇章	40% (甲部佔全卷30%；乙部70%)	筆試	1小時30分鐘
	卷二：寫作能力 甲：實用寫作 乙：命題寫作	45% (甲部佔全卷30%；乙部70%)	筆試	2小時15分鐘
校本評核	閱讀匯報： 一次文字報告 一次口頭匯報	15% (文字報告與口頭匯報 佔分相同)	各呈交1個 分數，合共 呈交2個 分數。	

丁. 升學及就業

本課程提供多元化的學習內容，讓學生透過研習不同的學習材料，參與各類型的學習活動，在語文能力、思維能力、審美能力，以及共通能力等方面均得到全面的發展，為他們將來在各大專院校學習不同的學科，奠下良好的語文基礎。

數學

甲. 課程目標

1. 培養學生明辨性思考、創意、構思、探究及數學推理的能力和運用數學建立及解決日常生活、數學或其他情境的問題之能力。
2. 透過數學語言與人溝通，有清晰及邏輯地表達意見的能力。
3. 運用數字、符號及各種數學工具的能力。
4. 建立數字感、符號感、空間感、度量感及鑑別結構和洞察規律的能力。
5. 對數學學習持正面態度及欣賞數學中的美學及文化。

乙. 課程架構

1. S.4 至 S.6 學生必須修讀數學科新高中課程的必修部份。其中分為基礎和非基礎課題，能力稍遜的學生可集中應付基礎部分。
2. 包含三個學習範疇：
 - (i) 數與代數
 - (ii) 度量、圖形與空間
 - (iii) 數據處理

丙. 評核模式

部分		比重	考試時間
公開考試	卷一 傳統題	65%	$2\frac{1}{4}$ 小時
	卷二 多項選擇題	35%	$1\frac{1}{4}$ 小時

卷(一) 共 105 分，佔比重 65%， $2\frac{1}{4}$ 小時

甲(一) 35 分，8 至 11 題

甲(二) 35 分，4 至 7 題

乙 35 分，4 至 7 題

卷(二) 45 分，佔比重 35%， $1\frac{1}{4}$ 小時

甲 30 題 MC

乙 15 題 MC

丁. 學習條件

1. 良好的初中數學基礎。
2. 對數學有興趣及對事物有洞察能力。
3. 有不屈不撓的精神，遇到難題，努力解決。
4. 必須勤力，多做練習，並無捷徑。

戊. 升學及就業

高中數學課程為四個必修科目(中、英、數、通識)的其中一科，為學生中學之後的發展，包括專上教育、職業訓練、就業等作準備。

Mathematics

A. Aims / Objectives

1. Develop in students the ability to think critically and creatively, to conceptualise, inquire and reason mathematically, and to use mathematics to formulate and solve problems in daily life as well as in mathematical contexts and other disciplines.
2. Develop the ability to communicate with others and express their views clearly and logically in mathematical language.
3. Develop the ability to manipulate numbers, symbols and other mathematical objects.
4. Develop number sense, symbol sense, spatial sense, measurement sense and the capacity to appreciate structures and patterns; and
5. Develop in students a positive attitude towards mathematics learning and an appreciation of the aesthetic nature and cultural aspect of mathematics.

B. Framework

1. All students (S.4 to S.6) must study the Compulsory Part of the Mathematics Curriculum (NSS). Its content is categorized into Foundation Topics and Non-foundation Topics. Students with weaker foundation may focus on the Foundation Topics.
2. The three strands included are :
 - (i) Number and Algebra
 - (ii) Measures, Shape and Space
 - (iii) Data Handling

C. Mode of Assessment

The mode of public assessment in the Compulsory Part is shown below:

Component		Weighting	Duration
Public Examination	Paper 1 Conventional Questions	65%	$2\frac{1}{4}$ hours
	Paper 2 Multiple-choice Questions	35%	$1\frac{1}{4}$ hours

Paper I 105 marks, weighting 65%, $2\frac{1}{4}$ hours

A1 35 marks, 8 to 11 questions

A2 35 marks, 4 to 7 questions

B 35 marks, 4 to 7 questions

Paper II 45 marks, weighting 35%, $1\frac{1}{4}$ hours

A 30 MC questions

B 15 MC questions

D. Subject Requirements / Desirable Qualities Expected of Students

1. good junior level mathematics foundation;
2. being interested in mathematics and having insights into the subject;
3. possessing a tenacious spirit;
4. striving to solve difficulties or problems; and
5. being hardworking and willing to do more exercises as there is no shortcut to success.

E. Further Studies and Career Pathways

The Mathematics Curriculum (NSS) is one of the four core subjects (Chinese, English, Mathematics and Liberal Studies). It prepares students for their post-secondary development, e.g. further studies, vocational training and employment, etc.

Mathematics (Extended Part – Module 2 : Algebra and Calculus)

A. Aims / Objectives

1. To broaden students' choices for further study and work
2. To further develop students' knowledge of mathematics

B. Framework

Three learning areas are included :

- (1) Foundation Knowledge
- (2) Algebra
- (3) Calculus

C. Mode of Assessment

Component		Weighting	Duration
Public Examination	Conventional questions	100%	$2\frac{1}{2}$ hours

The examination will consist of one paper only.

The paper will be divided into two sections in which all the questions are to be attempted.

Section A (50 marks) will consist of 8-12 short questions.

Section B (50 marks) will consist of 3-5 long questions.

D. Subject Requirements / Desirable Qualities Expected of Students

1. good junior level mathematics foundation;
2. being interested in mathematics and having insights into the subject;
3. possessing a tenacious spirit;
4. striving to solve difficulties or problems; and
5. being hardworking and willing to do more exercises as there is no shortcut to success.

E. Further Studies and Career Pathways

1. pursue further studies which require more mathematics; or
2. follow a career in fields such as natural sciences, computer sciences, technology or engineering.

公民與社會發展科

甲. 課程目標

1. 加深了解社會、國家、人文世界和物質環境及相關的知識內涵；
2. 對不同情境中（例如文化、社會、經濟、政治及科技）經常出現，並已發展成熟的當代課題作多角度思考；
3. 成為獨立思考者，能夠適應個人、社會、國家及全球不斷轉變的情況而建構知識，理解課題的複雜性、決策的過程和面對的挑戰，從而作出合乎法理情的分析，並學習處理相互衝突的價值觀；
4. 在多元社會中傳承中華文化傳統，加深個人對中國國籍和中國公民身份的了解和認同，同時欣賞、尊重和接納不同的文化和觀點；
5. 培養與終身學習有關的能力，以及強化綜合和應用知識與技能的能力，包括慎思明辨能力、創造力、解決問題能力、溝通能力、協作能力、處理數據能力、自我管理能力、自學能力、運用資訊科技能力；
6. 建立正面的價值觀和積極的人生態度，成為對社會、國家和世界有認識和負責任的公民。

乙. 課程架構

1. 「一國兩制」下的香港
2. 改革開放以來的國家
3. 互聯相依的當代世界
4. 內地考察【不涉及公開評核】

丙. 評核模式

公開考試
形式: 資料回應題(只設一卷) 比重: 100% 時間: 2小時 #公開考試的成績匯報只設「達標」或「未達標」

丁. 教學語言

公民與社會發展科以中文為授課語言。

戊. 學習條件

公民科要求學生具備廣闊的知識基礎，若學生能建立良好的摘錄筆記習慣，例如透過腦圖形式將重點摘錄，對學習公民科將有莫大裨益。

己. 升學及就業

公民與社會發展科為必修科，對升學或就業皆有幫助。

企業、會計與財務概論 (商業管理單元)

甲. 課程宗旨

1. 讓學生可以在高中時掌握基本的商業知識和技能，建立正面的價值觀和積極的態度，使他們將來在社會上能恰如其分地擔當消費者、投資者、僱員及／或企業家等不同的角色；
2. 培養學生在多方面的共通能力，例如研究能力、分析能力、領導才能、建立團隊的才能、溝通技巧、明辨性思考、創意、解難能力等，並可把有關能力運用和發揮在不同的學習領域中；及
3. 為學生提供一個可以探索不同商業事項的學習平台，為日後生活、學習及就業作好準備。

乙. 課程架構

必修部分：	選修部分：
1. 營商環境 2. 管理導論 3. 會計導論 4. 基礎個人理財	商業管理單元主要修讀： 1) 財務管理 2) 人力資源管理 3) 市場營銷管理

丙. 評核模式

部分		比重	考試時間
公開考試	卷一 必修部分	40%	1 小時 15 分鐘
	卷二 選修部分 二乙 商業管理單元	60%	2 小時 15 分鐘

丁. 學科要求

1. 對商務有興趣
2. 有分析及邏輯思考能力
3. 善於溝通及具有良好的表達能力

戊. 升學及就業

升學方面:

升讀文憑、高級文憑、副學士及學士學位課程，考取不同範疇的專業資格，例如會計財務、人力資源及管理。

就業方面:

1. 幫助學生從事各種有關商業範疇的工作，例如會計、財務、管理及教育等工作；
2. 邁向專業上的發展，例如會計方面成為會計師或核數師；財務方面成為財務分析師；管理方面成為管理專才；教育方面成為教師。

Business, Accounting and Financial Studies

(Accounting Module)

A. Curriculum Aims

1. To provide students at senior secondary level with fundamental business knowledge and skills, and develop their positive values and attitudes, so that they can fulfil their roles competently and confidently as consumers, investors, employees and/or entrepreneurs;
2. To develop students' generic skills in research, analysis, team-building, communication, critical thinking, creativity, and problem-solving and transfer them to different domains; and
3. To explore different aspects of business to prepare students for life, for learning and for employment.

B. Curriculum Structure

Compulsory Part:	Elective Part:
1. Business Environment 2. Introduction to Management 3. Introduction to Accounting 4. Basics of Personal Financial Management	Accounting Module: 1) Financial Accounting 2) Cost Accounting

C. Mode of Assessment

Component		Weighting	Duration
Public Examination	Paper 1 Compulsory Part	40%	1 hour 15 minutes
	Paper 2 Elective Part 2A Accounting module	60%	2 hours 15 minutes

D. Subject Requirements/ Desirable Qualities Expected of Students

1. Being interested in Business;
2. Possess the ability to investigate, analyse, and evaluate business issues from a variety of perspectives;
3. Possess the ability of communicating business information and issues effectively, work in a team situation and assume a leadership role.

E. Future Studies and Career pathways

Future Studies

Diplomas, higher diplomas, associate degrees, bachelor degrees, to attain professional qualifications such as accounting, finance and marketing, etc.

F. Career pathways

To explore different aspects of business to prepare students for life and employment as a professional, such as auditor, financial controller, etc.

經濟

甲. 課程目標

幫助學生理解及掌握以下的知識：

1. 經濟學術語和概念，基本的經濟學理論；
2. 個人和社會所面對的基本經濟問題，以及處理這些問題的方法；
3. 影響個人、廠商、機構和政府所作決定的理論及分析；
4. 不同的經濟界別的相互影響；
5. 香港經濟及其與內地以及全球經濟的關係。

乙. 課程架構

必修部分	A	基本經濟概念
	B	廠商與生產
	C	市場與價格
	D	競爭與市場結構
	E	效率、公平和政府的角色
	F	經濟表現的量度
	G	國民收入決定及價格水平
	H	貨幣與銀行
	I	宏觀經濟問題和政策
	J	國際貿易和金融
選修部分		選修單元(一)： 壟斷定價、反競爭行為及競爭政策； 或 選修單元(二)： 貿易理論之延伸、經濟增長及發展

丙. 評核模式

部分		比重	時間
卷一	多項選擇題。 考核範圍：必修部分。全部試題均須作答。	30%	1 小時
卷二	甲部：短題目。 考核範圍：必修部分。全部試題均須作答。	26%	2 小時 30 分
	乙部：結構/文章式/資料回應試題。 考核範圍：必修部分。全部試題均須作答。	35%	
	丙部：結構/文章式試題。 考核範圍：選修單元部分。考生只須從兩個選修單元中選取一個作答。	9%	
	卷二總分	70%	

丁. 學習條件

1. 願意關心經濟及社會發展
2. 能靈活地作分析及推理
3. 能作數學運算及圖像分析

戊. 升學及就業

1. 有助升讀大學之社會科學院及商學院或其他大專之商業課程。
2. 有助投考公開專業試，如 AAT（會計人員學會試）等。
3. 有助同學對銀行或工商機構的認識。
4. 學生所具有的經濟知識、觸覺和作出良好決定的能力，可以幫助他們適應多變的工作環境。

中國歷史

甲. 課程目標

課程的理念、宗旨是進一步發展同學由小學至初中已具備的中國歷史知識、技能及價值觀與態度。

1. 建構歷史知識

了解中國政治歷史的面貌與治亂因由、社會和民族的發展狀況與演進關鍵，及掌握歷史與文化的承傳變化，從而使同學對當前生活的背景有更深刻的體會。

2. 掌握研習歷史的技能

- 以歷史思維分析歷史人物和歷史事件的相互關係、事態的演變脈絡等，從而深入了解歷史現象，並據此建構個人的史觀；
- 採用探究式學習方法，層層遞進，由理解至綜合，由解難至創造，在學習的過程中進行知識的遷移，從而建立同學面對社會和人生問題時所需要的分析、判斷、應變及實踐等能力。

3. 培養積極的態度和價值觀

- 提高對國家和民族的認同感和歸屬感，建立優良的品德和公民意識等；
- 懂得欣賞及尊重其他文化體系的特質與價值，以期在全球化的世界裏具有更廣闊遠大的視野。

乙. 課程架構

中四	中五	中六
【必修部分】 (I) 「歷代發展」部分 (側重時序設計)		【選修部分】 (II) 「歷史專題」部分 (以主題式設計， 任選一單元)
(III) 歷史研習的態度與方法		
中四	中五	中六

必修部分： 歷代發展(側重時序設計)	選修部分： 歷史專題(以主題式設計，同學可在以下六個單元中，任選一個單元研習。)
甲部： 上古至十九世紀中葉 乙部： 十九世紀中葉至二十世紀末	1. 二十世紀中國傳統文化的發展：承傳與轉變 2. 地域與資源運用：黃河流域、長江流域、珠江流域 3. 時代與知識分子：個案研究－孔子、司馬遷、王安石、何啟、梁啟超 4. 制度與政治演變：田制、兵制、科舉制 5. 宗教傳播與文化交流：道教、佛教、伊斯蘭教、基督教 6. 女性社會地位：傳統與變遷

丙. 評核模式

部分	內容	比重	時間
公開考試	試卷一：歷代發展，分甲、乙部	70%	2小時15分
	試卷二：歷史專題，設 6 單元	30%	1小時20分

丁. 學習條件

1. 對歷史科有興趣
2. 關心香港、中國，以至國際大事的發展
3. 具探索精神、有分析及思考能力

戊. 升學及就業

升學方面:

1. 歷史系 - 港大、中大、浸大、嶺大、樹仁、城大(中文及歷史學系)
2. 文學院 - 中國語言及文學、哲學、宗教、人文、文化研究、人類學
3. 社會科學學院 - 社會、心理、經濟、政治、地理
4. 傳理學院 - 新聞、傳播、公共關係

就業方面:

教學研究、編輯出版、文物保育、考古發掘、檔案處理、文博展覽、文化旅遊、新聞傳播、資訊科技及工商企業。

歷史

歷史研習有助於培養學生的全球視野，加強對現今社會的互動、多元化及急遽轉變的了解。完成歷史科高中課程後，學生應能掌握詮釋及分析歷史等高階思維能力，為自己在人類社會發展的歷程中定位。

甲. 課程目標

1. 在建構知識方面：學生應能了解
 - a. 基本的歷史概念，如因果關係、演變與延續、不同事件的異同；
 - b. 陳述和詮釋歷史的不同方式，藉以表達不同的觀點與角度；
 - c. 本身所屬國家和其他國家的信念、經驗及行為，明瞭三者如何影響當今世界的發展；
 - d. 二十世紀本地、國家、亞洲，以及世界發生的主要事件/運動間的相互關係；
 - e. 塑造今日世界的主要歷史發展及趨勢。
2. 在發展及提昇技能方面：學生應能
 - a. 分辨事實與見解，辨識偏頗的觀點、隱晦的假設及空洞的論點，及建立歷史的觀點與視野；
 - b. 比較和詮釋歷史資料；根據可用的顯證提出合理的結論，並能根據新史料對歷史重新作出詮釋；
 - c. 辨別並解釋歷史文獻和檔案在何等程度上反映相關時期存在的態度、價值觀及情感；
 - d. 恰當地選用及組織史料，以提出合乎邏輯和前後一致的論點；
 - e. 分析、選取及綜合以不同途徑蒐集的資料（包括網上資源），衡量各種可作出結論的方法，並對之進行評估；
 - f. 將歷史知識及技能應用於日常生活中。

3. 在培養正面的態度方面：學生應能
- a. 體會過往人類面對的困難與挑戰，了解影響人類行為的態度及價值取向；
 - b. 尊重和包容不同意見，既明白不同民族有不同的經驗和信念，也認同人類共有的情操及理想；
 - c. 發展及保持對人類文化的探究精神；
 - d. 成為具有世界視野及有責任感的公民。

乙. 課程架構

引言：現代世界的孕育

主題甲 二十世紀亞洲的現代化與蛻變

- (一) 香港的現代化與蛻變
- (二) 中國的現代化與蛻變
- (三) 日本及東南亞的現代化與蛻變

主題乙 二十世紀世界的衝突與合作

- (四) 主要衝突與和平的訴求
- (五) 協作與繁榮

丙. 評核模式

卷別	內容	佔分	時間
卷一	卷一設歷史資料題。所有題目均須作答。 試題內容乃根據不同形式之歷史資料，包括 文獻、統計數據、地圖、漫畫及照片。	60%	兩小時
卷二	卷二設七題論述題，考生可選答任何 兩題 。	40%	一小時 三十分鐘

* 主題甲(三)2.及主題乙(四)3b兩部分只會在卷二設題。

丁. 學習條件

1. 對研習及詮釋歷史有興趣
2. 關心香港、中國及國際重大事務
3. 具探索及鑽研知識的精神
4. 有分析及邏輯思維能力
5. 具良好的語文能力

戊. 升學及就業

升學方面:

學生可於專上學院繼續修讀人文學科、社會科學、工商管理等課程。

就業方面:

學生可從事各種要求具獨立思考及高階思維等能力的職業，例如教師、記者、人事管理人員、分析員等。

Geography

A. Curriculum Aims

The aims of this curriculum are to enable students to:

- (a) understand the Earth they inhabit, and enable them to recognise and interpret, from a spatial perspective, the arrangement of phenomena and features on Earth, the processes at work, the interactions that occur, the changes that result, and the issues and management responses that arise;
- (b) develop the general intellectual capacity and generic skills needed for lifelong learning through geographical enquiry, and the ability to apply these in life situations;
- (c) appreciate the wonder, interdependence and fragility of the local and global environment, and the importance of promoting sustainable development; and
- (d) develop a sense of citizenship, a global outlook, and readiness to take action for the betterment of society, the nation and the world.

B. Curriculum Structure

The curriculum comprises a compulsory part and an elective part.

Compulsory Parts deal with 7 geographical issues and problems:

- 1. Opportunities and Risks –
Is it rational to live in hazard-prone areas?
- 2. Managing Rivers and Coastal Environments –
A continuing challenge
- 3. Changing Industrial Location –
How and why does it change over space and time?

4. Building a Sustainable City –
Are environmental conservation and urban development mutually exclusive?
5. Combating Famine –
Is technology a panacea for food shortage?
6. Disappearing Green Canopy –
Who should pay for the massive deforestation in rainforest regions?
7. Climate Change –
Long term fluctuation or irreversible trend?

Elective Parts contain 4 electives, one of which is to be selected.

1. Dynamic Earth: the building of Hong Kong
2. Weather and Climate
3. Transport Development, Planning and Management
4. Regional Study of Zhujiang (Pearl River) Delta

C. Mode of Assessment

	Paper 1	Paper 2
Weighting:	75%	25%
Duration:	2¾ hours	1¼ hour
Scope:	Compulsory Part	Elective Part
Section/ Question Type:	A. Multiple-choice (20%) B. Fieldwork-based (15%) C. Data/Skill-based/Structured (30%) D. Short Essay (10%)	E. Data/Skill-based/Structured (15%) F. Short Essay (10%)

D. Subject Requirements / Desirable Qualities Expected of Students

1. have a keen/strong observation with curiosity to observe changes in the surrounding physical and cultural environment;
2. willing to learn and think; and
3. be confident in using English as a medium of learning and writing.

E. Further Studies and Career Pathways

Geography undergraduates can pursue different careers, such as town planning and urban design, geographical information and global positioning system design, transportation planning and management, logistics, environmental management, tourism and leisure management as well as teaching.

In addition, students who enter the field of administration or business management can benefit from a comprehensive analysis training through Geography learning.

Physics

A. Curriculum Objectives

The broad aims of the curriculum are to enable students to:

- develop interest in the physical world and maintain a sense of wonder and curiosity about it;
- construct and apply knowledge of physics, and appreciate the relationship between physical science and other disciplines;
- appreciate and understand the nature of science in physics-related contexts;
- develop skills for making scientific inquiries;
- develop the ability to think scientifically, critically and creatively, and to solve problems individually or collaboratively in physics-related contexts;
- understand the language of science and communicate ideas and views on physics-related issues;
- make informed decisions and judgments on physics-related issues; and
- be aware of the social, ethical, economic, environmental and technological implications of physics, and develop an attitude of responsible citizenship.

B. Curriculum Structure

This curriculum consists of both the compulsory and elective parts.

Compulsory Part

- I. Heat and Gases
- II. Force and Motion
- III. Wave Motion
- IV. Electricity and Magnetism
- V. Radioactivity and Nuclear Energy

Elective Part (select any 2 out of 4)

- VI. Astronomy and Space Science
- VII. Atomic World
- VIII. Energy and Use of Energy
- IX. Medical Physics

C. Mode of Assessment

Component		Weighting	Duration
Public Examination	Paper 1 Questions set on Compulsory Part	60%	2 hours 30 minutes
	Paper 2 Questions set on Elective Part	20%	1 hour
School-based Assessment (SBA)		20%	

D. Subject Requirement/ Desirable Qualities Expected of Students

- I. Interest in science
- II. A pass in the S3 Mathematics examination
- III. Keen to investigate through science experiments
- IV. Abstract thinking
- V. Hardworking and persistent in learning

E. Further Study & Career Pathways

This curriculum makes it possible for students to pursue a degree or sub-degree course in a specialised study or other discipline which treasures a good foundation of knowledge and skills in physics, and values and attitudes. The ability to apply physics knowledge and skills to daily life phenomena will enable students to study effectively in a variety of vocational training courses. Furthermore, the development of logical thinking and problem-solving skills among students will be valued in the workplace.

Chemistry

A. Curriculum Aims

The broad aims of the Chemistry Curriculum are to enable students to:

1. develop interest and maintain a sense of wonder and curiosity about chemistry;
2. construct and apply knowledge of chemistry, and appreciate the relationship between chemistry and other disciplines;
3. appreciate and understand the evolutionary nature of science;
4. develop skills for making scientific inquiries;
5. develop the ability to think scientifically, critically and creatively, and solve problems individually and collaboratively in chemistry-related contexts;
6. discuss science-related issues using the language of chemistry;
7. make informed decisions and judgements on chemistry-related issues;
8. develop open-mindedness, objectivity and pro-activeness;
9. show appropriate awareness of working safely;
10. understand and evaluate the social, ethical, economic, environmental and technological implications of chemistry, and develop an attitude of responsible citizenship.

B. Curriculum Framework

Compulsory Part

1. Planet Earth
2. Microscopic world I
3. Metals
4. Acids and bases

5. Fossil fuels and carbon compounds
6. Microscopic world II
7. Redox reactions, chemical cells and electrolysis
8. Chemical reactions and energy
9. Rate of reaction
10. Chemical equilibrium
11. Chemistry of carbon compounds
12. Patterns in the chemical world

Elective Part (select any 2 out of 3)

1. Industrial chemistry
2. Materials chemistry
3. Analytical chemistry

Investigative Study

1. Investigative study in Chemistry

C. Mode of Assessment

Component		Weighting	Duration
Public Examination	Paper 1 Compulsory part of the curriculum	60%	2 hours 30 minutes
	Paper 2 Elective part of the curriculum	20%	1 hour
School-based Assessment (SBA)		20%	

D. Subject Requirements / Desirable Qualities Expected of Students

- good foundation in Mathematics;
- able to design and perform experiment safely, and to make accurate and objective observations;
- being perseverant, curious and interested in scientific inquiry;
- exercising good judgment; and
- displaying interest and concern for environmental protection.

E. Further Studies and Career Pathways

A Chemistry student has an advantage for admission to Hong Kong or overseas tertiary institution to further study in medicine, pharmacy, chemical engineering, medical testing, forensic science, biochemistry and other specialized subjects. After graduation from the tertiary education, student can be engaged in related careers in science, technology and environmental protection.

Biology

A. Curriculum Aims

The aims of the Biology Curriculum are to enable students to:

1. develop and maintain an interest in biology, a sense of wonder and curiosity about the living world, and a respect for all living things and the environment;
2. construct and apply knowledge of biology, understand the nature of science in biology-related contexts, and appreciate the relationships between biological science and other disciplines;
3. develop the ability to make scientific inquiries; think scientifically, critically and creatively; and solve biology-related problems individually and collaboratively;
4. understand the language of science and communicate ideas and views on biology-related issues;
5. be aware of the social, ethical, economical, environmental and technological implications of biology, and be able to make informed decisions and judgments on biology-related issues; and
6. develop an attitude of responsible citizenship, and a commitment to promote personal and community health.

B. Curriculum Framework

Compulsory Part	Elective Part
1. Cells and molecules of Life	1. Human Physiology: Regulation and Control
2. Genetics and Evolution	2. Applied Ecology
3. Organism and Environment	3. Microorganisms and Humans
4. Health and Diseases	4. Biotechnology

C. Mode of Assessment

The public assessment of Biology will consist of a public examination component and a school-based assessment component as outlined in the following table:

Component		Weighting	Duration
Public Examination	Paper 1 Compulsory part of the curriculum	60%	2 hours 30 minutes
	Paper 2 Elective part of the curriculum (a choice of two out of four elective topics)	20%	1 hour
School-based Assessment (SBA)		20%	

D. Subject Requirements / Desirable Qualities Expected of Students

1. interested in learning biology and appreciation of the living things and the environment;
2. possession of scientific thinking skills and scientific inquiries;
3. good observation power and analytic ability;
4. possession of basic scientific knowledge; and
5. ability to use information technology as the learning platform.

E. Further Studies and Career Pathways

Studying Biology provides students with a solid foundation in biological and life science. The knowledge learned can help them pursue higher levels of study in tertiary or vocational training institutions and enter a wide spectrum of careers related to science, technology and the environment. Furthermore, the development of a logical mind and problem-solving skills through

studying biology will prepare students to deal intelligently with everyday problems and make them more competitive in the workplace.

資訊及通訊科技

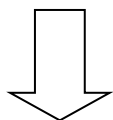
甲. 課程目標

高中資訊及通訊科技課程，旨在：

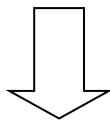
- 教授有關資訊、通訊及電腦系統的基本知識、概念及應用；
- 發展學生解決問題及提升其溝通能力，以鼓勵學生運用明辨性思考及創意思維；
- 培養學生成為能幹的、有效率的和有自信的資訊及通訊科技的使用者，懂得分辨資訊，並有道德地使用資訊及通訊科技，藉以支持他們終身學習；及
- 提供機會讓學生親身體會資訊及通訊科技對知識型社會所帶來的影響，從而培養學生的正面價值觀和積極態度。

乙. 課程架構

必修部份（145小時）	
A. 資訊處理	B. 電腦系統基礎
C. 互聯網及其應用	D. 基本程式編寫概念
E. 資訊及通訊科技對社會的影響	



+



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校本評核

選修部分 (選修二項)		
A. 數據庫	B. 網頁應用開發	C. 算法及程式編寫

教學計劃

中四	單元 A 資訊處理 單元 B 電腦系統基礎 單元 C 互聯網及其應用一
中五	單元 C 互聯網及其應用二
中六	單元 D 基本程序編寫概念 單元 E 資訊及通訊科技對社會的影響

丙. 評核模式

本科的公開評核包括公開考試及校本評核兩部分，有關資料概述如下：

部分		比重	時間
公開考試	卷一 必修部分	55%	2小時
	卷二 選修部分（選修其中二項） 2(A) 數據庫 2(B) 網頁應用開發 2(C) 算法及程式編寫	25%	1小時 30分鐘
	校本評核	20%	

丁. 學習條件

1. 對電腦和資訊科技有興趣
2. 對新事物有探索精神
3. 喜歡解決問題、思考和分析
4. 喜歡在日常生活中使用電腦通訊、工作和娛樂

戊. 升學及就業

升學方面:

學生可在專上學院和大學進修「資訊科技」高級文憑與學士學位課程。熟練地運用資訊及通訊科技作為支援學科的學習工具，如在專上學院和大學修讀電腦物流、電腦與統計、時裝與設計及電腦會計等。持續進修資訊及通訊科技以達致國際認可程度，如CCNA、MCSE及 OCP。

就業方面:

幫助學生運用資訊及通訊科技從事多種行業，如銀行、會計、保險、物流及統計等。

Music

A. Background

With the shared mission of four network schools in Wanchai, namely the True Light Middle School of Hong Kong, Wah Yan College Hong Kong, and Salesian English School, as well as the full support of the Education Bureau, our school joined the ‘Wan Chai District School Network – Senior Secondary Music Partnership Programme’ which endeavours to provide an opportunity for musically inclined students to pursue their studies in Music in the senior secondary education.

A special feature of the programme is that it draws on the expertise from the three network schools where lessons will be delivered through collaborative teaching. Students will benefit from the profound knowledge of different teachers and their diverse needs will be catered.

The programme is a three-year course that prepares participants for the Hong Kong Diploma of Secondary Education Examination. Apart from the Chinese music components, lessons will be delivered in English.

B. Curriculum Aims

The aims of the Music curriculum are to enable students to:

- develop creativity and nurture aesthetic sensitivity;
- further develop their musical competence;
- construct knowledge and understanding of diverse music cultures;
- develop critical responses to music, and communicate effectively through music;

- build a foundation for pursuing further studies in music and preparing for careers in music and related areas; and
- cultivate a lifelong interest in music and develop positive values and attitudes towards music.

C. Curriculum Structure

The curriculum consists of compulsory modules (1-3) and elective modules (4a-4c) where students are required to choose one module from the elective part.

For the cohort 2022– 2025 the programme will cover all the compulsory modules and Module [4b] from the elective part.

D. Mode of Assessment

Compulsory Modules:	Elective Modules:
[1] Listening – 40%, [2] Performing I – 20% and [3] Creating I – 20%	[4a] Special Project – 20%, [4b] Performing II – 20% and [4c] Creating II – 20%

E. Lesson Arrangements

Lessons will be conducted on Saturday mornings from 9:00 am to 1:00 pm at Hotung Secondary School for Module 1 (Listening) and Module 3 (Creating I) in two 105-minute sessions delivered by two teachers, with a 30-minute break in between. Guest speakers will be invited on specific topics.

As for Modules 2 and [4b] (performing I & II), 40 hours of lessons will be arranged by the music teachers of individual schools with their students. The School-based Project will also be conducted at each individual school.

F. Admission Requirements / Desirable Qualities Expected of Students

All students applying for admission to the programme are required to have attained the proficiency of ABRSM Grade 5 or equivalent in any musical instrument (Western or Chinese), and have passed the ABRSM Grade 5 Theory with the recommendation of their respective music teacher.

G. Further Studies and Career Pathways

For further studies:

Music Faculties at HKU, CU, BU, EdUHK, APA & MUHK

For employments:

Music related jobs such as multi-media production, stage production, music critics, music therapy & sound engineering, etc.

科技與生活

(食品科學與科技學習範疇)

甲. 課程目標

1. 培養對社會及家庭福祉的正面價值觀及積極態度。
2. 成為負責任的公民及深思熟慮的消費者，提升個人、家庭、社會的生活質素。
3. 在為自己、家庭、社區以至整體社會運用自然及社會經濟資源時，表現出有效管理及運用資源的組織能力。
4. 應用食品科學與科技學習範疇的知識，分析影響個人、家庭、社會及優質生活的種種因素。
5. 獨立地運用適當的技巧和程序，設計不同策略，解決在科技方面，尤其是圍繞在食品範疇的繁複問題。
6. 審慎地評鑑社會、文化、經濟、科學及科技發展對個人、家庭以至整體社會優質生活的影響。
7. 在與食物相關的領域中，繼續進修和終身學習。

乙. 課程架構

必修部分	選修部分
<ul style="list-style-type: none">- 家庭部份- 營養、飲食與健康的關注- 食品製作科技- 消費者選擇食品的行為及涵義	<ul style="list-style-type: none">- 飲食文化- 食品科學與科技的延伸學習- 食品研究與開發

丙. 評核模式

部分	項目	佔全科成績
公開考試	卷一 必修部分	70%
	卷二 選修部分	
校本評核	指定課業（實驗及報告）	30%
	專題研習或設計夾 (計劃書及實踐與評鑑)	

丁. 學習條件

- 有積極的學習態度及探索精神
- 對健康、食物營養、飲食文化及膳食設計有興趣
- 關心個人、家庭及社會的生活質素

戊. 升學及就業

升學方面:

- 本地大專及大學和海外大學均有相關課程

就業方面:

- 醫療機構、社區健康及營養推廣中心、保健食品及飲食集團等與營養、健康推廣、健康食品及餐飲相關的職業範疇
- 從事營養學家、註冊營養師助理、教師、講師、食品科學家、健康顧問、健康推廣指導員、病人護理助理等工作
- 食品、營養及餐飲行業不同的工作，如產品開發、品質保證、採購、食品研究和技術的支援，功能營養產品發展等
- 管理職位，如食品廠的經理或酒店的食物衛生經理，幫助監督員工及食物生產的過程

旅遊與款待科學習範疇

甲. 課程目標

1. 明白旅遊及款待業對社會、國家和世界的重要性；
2. 全面了解旅遊及款待業，特別是旅遊業體系和業界所注重的款待客人的技巧、個人質素及態度；
3. 認識東道主的重要性，努力為旅遊及款待業作貢獻；
4. 在日常生活中應用旅遊與款待科的概念和知識，有效地運用資訊科技、培養溝通和明辨思考等解難能力；
5. 了解旅遊及款待中各個互相緊扣環節的架構和性質；
6. 了解有助旅遊及款待業可持續發展的正面價值觀及態度；
7. 體會旅客和旅遊 / 款待從業員能以符合道德標準的態度來履行責任的重要性。

乙. 課程架構(全為必修部份，不設選修部份)

課題一 旅遊導論

課題二 款待導論

課題三 地理名勝(包括主題公園)

課題四 客務關係及服務

課題五 旅遊與款待業趨勢及議題

丙. 評估模式

部份			比重	考試時間
公開考試	卷一	甲部：選擇題	45%	1 小時 30 分鐘
		乙部：資料回應題(三選二)		
	卷二	論述題(五選三)	55%	1 小時 45 分鐘

丁. 學習條件

1. 性格活潑，喜歡與人接觸
2. 關心社會，留意世界大事
3. 對旅遊及服務性行業充滿興趣

戊. 升學及就業

升學方面

學生可報讀大專院校開辦與「旅遊與款待」相關的課程，如：

學士學位	酒店業管理（榮譽）理學士 / 香港理工大學 旅遊業管理（榮譽）理學士 / 香港理工大學 酒店旅遊及房地產學士學位課程 / 香港中文大學
副學士／文憑	旅遊及款待業管理(副學士) / 香港浸會大學 旅遊及酒店管理(高級文憑) / 香港大學專業進修學院

就業方面

學生可選擇的職業範疇廣泛，如從事航空業、酒店業、旅行社、主題樂園及相關銷售及服務行業。

視覺藝術

甲. 課程目標

視覺藝術科課程旨在使學生能夠：

- 豐富他們的美感和藝術經驗；
- 加強具審美和明辨性思考的欣賞，及創作不同形式的視覺藝術作品的能力；
- 透過自主和開放的藝術學習探究過程，發展感知能力、共通能力、多角度觀點，以及後設認知能力；
- 透過探究多元文化藝術，加強對文化及跨文化的了解；
- 培養個人情操、正面的價值觀和積極的態度、自我身分以及其對社區、國家、世界的投入感；以及
- 獲得基礎學習，以備日後有機會繼續接受與藝術和創意工業有關的教育，並從事相關的工作。

乙. 課程架構

1. 視覺藝術評賞：對藝術作品所作出批判性欣賞的一切過程。
2. 視覺藝術創作：從視覺藝術評賞、觀察記錄及其它途徑所掌握的知識和經驗，綜合及應用於多種藝術作品創作上。

課業特色

1. 研究工作簿：顯示藝術創作過程 / 藝術評賞及研究過程；
2. 作品：針對主題而創作的藝術作品 / 評賞研究。

丙. 評核模式

本科的公開評核包括公開考試及校本評核兩部分，有關資料概述如下：

部分	內容	比重
公開考試	考生須選擇卷一或卷二： 卷一 視覺形式表達主題 卷二 設計	50%
校本評核	考生須提交一個作品集，作品集須包括： (a) 研究工作簿 (b) 針對主題的藝術作品／評賞研究	50%

丁. 學習條件

1. 對美術有興趣 – 從自身的感知經驗及直覺享受藝術創作過程
2. 具探索精神、創意及積極態度 – 須不斷探究和研習不同媒介、物料、技巧和程序，而逐漸提升其使用的技巧和技能
3. 具敏銳的觀察力及想像力 – 以發展個人情感、感受、意念等不同表現形式進行創作
4. 具有關心個人、社會及國家文化的精神

戊. 升學及就業

視覺藝術科為學生在創意工業發展上建立基礎，例如時裝設計、產品設計、室內設計、形象設計、視覺傳意、廣告，及多媒體、網頁、電視、舞台和電影製作等。

應用學習

甲. 課程目標

1. 為擁有不同興趣和取向的學生提供現時學校課程以外的多元學習平台；
2. 為學生提供機會，探究個人終身學習的取向及職業抱負；
3. 培養學生的共通能力、價值觀和態度，讓學生獲取有關的職業知識及技能，並了解不同職業環境的工作需求；及
4. 讓學生在高中階段有機會取得資歷認可，為繼續升學及就業作好準備。

乙. 課程架構

- 應用學習課程七個學習範疇包括：
 1. 創意學習
 2. 媒體及傳意
 3. 商業、管理及法律
 4. 服務
 5. 應用科學
 6. 工程及生產
 7. 應用學習（職業英語）
- 應用學習中文（非華語學生適用）：為非華語學生提供額外途徑，獲取另一中文資歷。

丙. 評核模式

應用學習科目旨在評估學生對個別專業或行業的知識、理解和技巧，以及他們在真實環境下展示的共通能力。科目不設公開考試，評估工作由有關課程提供機構執行，考評局則負責調整評估成績及監察有關評估工作的質素。

每個應用學習科目的評核，包括六至十個評估課業，於兩年修讀期間進行。各科設有「評估計畫」，詳列有關課業的具體評估要求、模式、大

致的舉行日期及評分比重等。有關評估資訊可瀏覽考评局網頁：
http://www.hkeaa.edu.hk/tc/hkdse/assessment/subject_information/category_b_subjects/

丁. 學習條件

1. 學生能善於從實踐中學習。
2. 學生能接受與職業相關能力的訓練，從而對各學習範疇的基礎技能、思考能力、人際關係、價值觀和態度等有所發展。
3. 學生願意從繼續進修、工作及終身學習的原則下，發展將來升學及就業的途徑。

戊. 升學及就業

新高中學制的資歷認可：

- 從 2018 年香港中學文憑考試起，應用學習課程的表現水平將細分為：
「達標」、「達標並表現優異(I)」和「達標並表現優異(II)」。
 - 取得「達標」的成績會被接納為達到香港中學文憑第二級的能力。
 - 取得「達標並表現優異(I)」的成績，將被視為達到香港中學文憑第三級的成績。
 - 取得「達標並表現優異(II)」的成績，將被視為達到香港中學文憑第四級或以上的成績。
- 應用學習中文（非華語學生適用）沿用現時等級，即「達標」和「達標並表現優異」。
 - 取得「達標」的成績會被接納為達到香港中學文憑第二級的能力。
 - 取得「達標並表現優異」的成績，將被視為達到香港中學文憑第三級或以上的成績。

- 香港考試及評核局為這三組水平制定描述指標，確保應用學習範疇及個別課程的評核結果均能達致相若的水平。

詳情請瀏覽以下網頁：

<https://www.edb.gov.hk/tc/curriculum-development/cross-kla-studies/applied-learning/course-information/2021-2023/index.html>

Applied Learning

A. Curriculum Objectives

1. To offer diverse learning programmes for students with interest and inclination in areas other than those provided by the existing school curriculum;
2. To provide students with the opportunities to explore their orientation for lifelong learning and career aspirations in specific areas;
3. To develop their generic skills, values and attitudes and allowing them to become familiar with the knowledge, skills and workplace requirements for a variety of professions; and
4. To offer a substantial outcome for students to obtain recognition for further studies, work, or both at the senior secondary level.

B. Curriculum Structure

- Different courses are offered under the seven areas of studies in Applied Learning:
 1. Creative Studies
 2. Media and Communication
 3. Business, Management and Law
 4. Services
 5. Applied Science
 6. Engineering and Production
 7. Applied Learning (Vocational English)
- Applied Learning Chinese (for non-Chinese speaking students) (ApL(C)) : an additional channel for non-Chinese students to obtain an alternative Chinese language qualification.

C. Assessment for ApL Subjects

ApL subjects aim at assessing students' knowledge, understanding and skills related to a particular profession or trade, and application of generic skills in authentic contexts. There is no public examination for ApL subjects. ApL assessments are conducted by the respective CPs while the HKEAA is responsible for the moderation and quality assurance of the assessments.

All assessments in the ApL subjects comprise six to ten tasks undertaken over the two years of studies. These are stipulated in the form of an Assessment Scheme which includes a brief description of each task, the assessment method, approximate dates for assessments and its contribution to the subject score. Assessment information regarding ApL subjects is available at the HKEAA website:

http://www.hkeaa.edu.hk/en/hkdse/assessment/subject_information/category_b_subjects/

D. Subject Requirements / Desirable Qualities Expected of Students

1. enabling students to understand fundamental theories and concepts through application and practice;
2. preparing students for further studies and/or work as well as lifelong learning through the development of foundation skills, thinking skills, people skills, values and attitudes, and career-related competencies; and
3. developing pathways for further study and employment in the future under the principles of continuing education, work and lifelong learning.

E. Further Studies and Career Pathways

- Effective from the 2018 HKDSE Examination, the reporting of student performance is refined to “Attained”, “Attained with Distinction (I)” and “Attained with Distinction (II)”.
 - Performance of “Attained” is comparable to Level 2,
 - Performance of “Attained with Distinction (I)” is comparable to Level 3,
 - Performance of “Attained with Distinction (II)” is comparable to Level 4 or aboveof Category A subjects of the HKDSE Examination.
- For Applied Learning Chinese (for non-Chinese speaking students), the existing levels of results will continue to be used.
 - Performance of “Attained” is comparable to Level 2,
 - Performance of “Attained with Distinction” is comparable to Level 3 or above
- Hong Kong Examinations and Assessment Authority sets the generic descriptors for the “Attained”, “Attained with Distinction (I)” and “Attained with Distinction (II)” of the ApL and ApL(C) courses, to make sure that the ApL and ApL(C) courses achieve certain academic levels.

For details, please visit the following website:

<https://www.edb.gov.hk/en/curriculum-development/cross-kla-studies/applied-learning/course-information/2021-2023/index.html>

2022-2023 年度新高中課程及教學語言

必修科目:	教學語言:
英國語文科	英文
中國語文科	中文
數學科(必修部分)	英文 / 中文
數學科(延伸部分單元二)	英文
公民與社會發展科	中文

供選擇的選修科目共 14 科:

教學語言:	科目:
以中文授課	<ul style="list-style-type: none"> ➤ 企業、會計與財務概論科(商業管理單元)# ➤ 經濟科 ➤ 中國歷史科 ➤ 歷史科 ➤ 資訊及通訊科技科 ➤ 科技與生活科(服裝、成衣與紡織學習範疇) ➤ 旅遊及款待科 ➤ 視覺藝術科
以英文授課	<ul style="list-style-type: none"> ➤ 企業、會計與財務概論科(會計單元)# ➤ 地理科 ➤ 物理科 ➤ 化學科 ➤ 生物科 ➤ 音樂科

#此兩科不能同時選修

備註：

1. 應用學習科：由校外課程提供者決定個別科目的教學語言。

**2022-2023 New Senior Secondary Curriculum &
Medium of Instruction**

Core subjects:	Medium of Instruction:
English Language	English
Chinese Language	Chinese
Mathematics (Compulsory Part)	English / Chinese
Mathematics (Extended Part Module 2)	English
Citizenship and Social Development	Chinese

14 electives subjects offered:

Medium of Instruction:	Subjects:
Chinese	<ul style="list-style-type: none"> ➤ BAFS(Business Management Module)# ➤ Economics ➤ Chinese History ➤ History ➤ Information and Communication Technology ➤ T & L (Fashion, Clothing & Textile) ➤ Tourism and Hospitality Studies ➤ Visual Arts
English	<ul style="list-style-type: none"> ➤ BAFS(Accounting Module)# ➤ Geography ➤ Physics ➤ Chemistry ➤ Biology ➤ Music

Students can study one of these modules only.

Remarks:

1. Applied Learning subjects (ApL): The medium of instruction for a particular subject will be decided by outside-school programme provider.

大學教育資助委員會資助院校

新學制的入學要求

大學教育 資助委員 會資助院 校	各間院校收生資料
香港城市 大學	http://www.admo.cityu.edu.hk/
香港浸會 大學	http://admissions.hkbu.edu.hk/en/
嶺南大學	http://www.LN.edu.hk/334/admission.php
香港中文 大學	http://www.cuhk.edu.hk/chinese/admissions/overview.html
香港教育 大學	http://www.ied.edu.hk/degree/app_jupas_dse.htm
香港理工 大學	http://4yc.polyu.edu.hk/
香港科技 大學	http://www.ust.hk/admit/
香港大學	http://www.hku.hk/

鳴謝

英國語文科
中國語文科
數學科
通識教育科
企業、會計與財務概論科
經濟科
中國歷史科
歷史科
地理科
物理科
化學科
生物科
資訊及通訊科技科
音樂科
科技與生活科
(食品科學與科技科技學習範疇)
旅遊及款待科
視覺藝術科
應用學習科

張媚瑛老師
梁淑儀老師
戴達賢老師
古暉聞老師
楊冠紅老師
曾國柱老師
盧婉玲老師
何家麗老師
雷子恩老師
林耀泉老師
陳志泉老師
張妙玲老師
曾炳榮老師
胡碧施老師
余美儀老師

溫炳霖老師
黃志強老師
陳志泉老師

(排名不分先後)